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ABSTRACT

Materials developed by the Alabama community, junior, and technical colleges as part of a state-funded professional development effort are presented. The first sections provide information on Alabama's systemwide professional development activities; the organization and characteristics of the community, junior, and technical college system; selected characteristics of the two-year college faculty in the state; and the goals, limitations, priorities, and decisions of the professional development task force. The next sections focus on the professional development workshops that are designed and implemented as part of the project. Accomplishments, areas of concern, new initiatives, and milestones are also enumerated with respect to the planning and implementation of the systemwide professional development project. The remainder of the document consists of a workshop manual, focusing on: (1) workshop planning; (2) essential steps and major responsibilities of the instructor/staff planning committee and workshop chairperson; (3) preparing measurable objectives; (4) staff roles and orientation; (5) contacting, selecting, and orienting workshop presenters; (6) budgeting; (7) evaluation; (8) scheduling; and (9) reporting. (HB)

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PROFESSIONAL DEVELOPMENT

A Systemwide Approach to a Vital Future

ALABAMA COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES

National Conference on Teaching Excellence

Austin, Texas

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May 22-25, 1985

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DOCUMENT CONTENTS

This document contains copies of materials used in the conference session presentation plus other materials which time would not allow presenting, including a manual for planning and conducting workshops.

JC 850 347

Professional Development:

A Systemwide Approach to a Vital Future

Executive Overview

In May 1984, the Alabama Legislature approved the first-ever specific appropriation for professional development. Although less than one percent of the state allocation, it provided a golden opportunity to demonstrate the criticality of professional development in maintaining instructional relevance and institutional effectiveness, the requisites to a vital future. This is a tremendous challenge in the face of the ever-increasing rate of economic, social, and technological change.

The Alabama system of 41 community, junior and technical colleges is meeting this challenge with a unique combination of corporate and educational concepts; with an interesting mixture of individual, local and state decision-making; and with a balance of centralized and decentralized organization.

In its first year, the professional development effort has implemented: (1) 25 three-day workshops in discipline/occupational programs serving almost 2,000 faculty, (2) 51 different six-hour workshops for faculty/staff groups serving over 3,000 people, (3) a two-day workshop for 60+ division chairpersons led by Dr. John Bennett of the American Council on Education, (4) an Enrollment Management Conference for 200+ executive leaders, and a three-day statewide conference serving 3,200 personnel.

The effort has gained such acclaim that the Alabama Legislature has awarded a 50 percent increase in funds for 1985-86. The new initiatives this makes possible should create a comprehensive model for professional development.

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Professional Development:

A Systemwide Approach to a Vital Future

Session Agenda

Introduction of Topic and Presenters ..... Dr. John A. Johnson
Conference Steering Committee
Associate Director for Academic Affairs
Alabama Department of Postsecondary Education

Orientation to the Alabama System ..... Dr. Johnson

Overview of the Professional Development Effort

Key Decisions/Concepts ..... Dr. Johnson

The November Experience ..... Dr. Imogene M. Mixson
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The April Experience ..... Dr. Larry McCoy
Dean for Student Development
Athens State College

Accomplishments/Advantages ..... Dr. Mixson

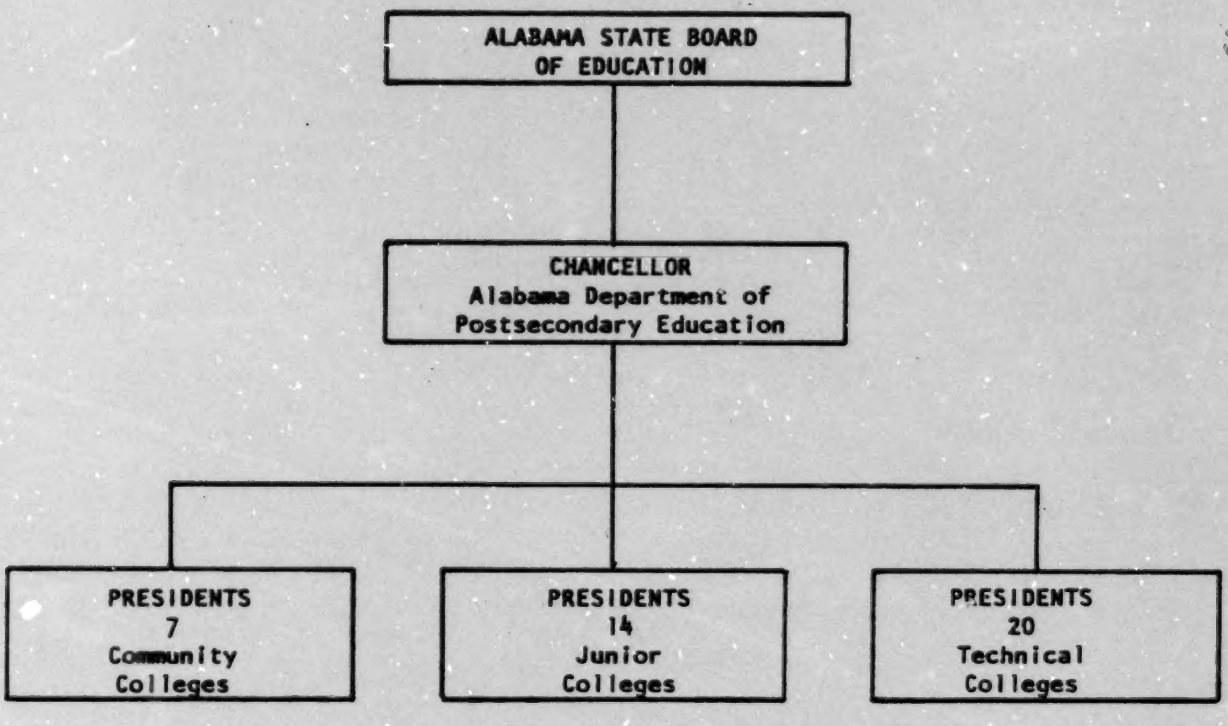
Areas of Concern ..... Dr. McCoy

New Initiatives ..... Dr. Johnson

Questions and Answers ..... Audience Participation

ALABAMA STATE COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES

State System Organization Chart



Approximately 45,000 students (FTE)
Approximately 56,000 students (headcount)
1984-85 Budget: Approximately $145 million
Approximately 2,000 full-time faculty
Approximately 120 different occupational programs
No local boards of trustees
1980 state population: 3.8 million

ALABAMA COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES

GOVERNED BY ALABAMA STATE BOARD OF TRUSTEES
FOR POSTSECONDARY EDUCATION
ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION
CHANCELLOR CHARLES T. PAYNE

COMMUNITY COLLEGES

1. Calhoun State Community College
2. Gadsden State Community College
3. Lawson State Community College
4. Shelton State Community College
5. Wallace State Community College/Dothan
6. Wallace State Community College/Hanceville
7. George C. Wallace State Community College/Selma

SENIOR COLLEGE

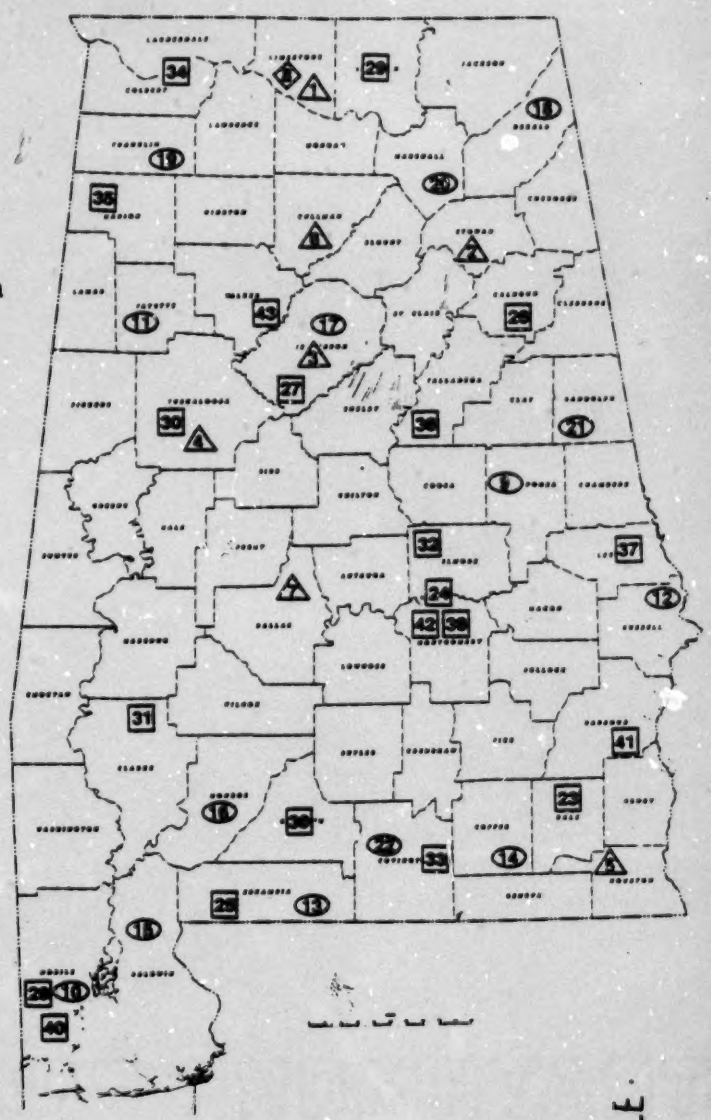
8. ATHENS STATE COLLEGE

JUNIOR COLLEGES

9. Alexander City State Junior College
10. Bishop State Junior College
11. Brewer State Junior College
12. Chattahoochee Valley State Community College
13. Jefferson Davis State Junior College
14. Enterprise State Junior College
15. Faulkner State Junior College
16. Patrick Henry State Junior College
17. Jefferson State Junior College
18. Northeast Alabama State Junior College
19. Northwest Alabama State Junior College
20. Snead State Junior College
21. Southern Union State Junior College
22. Lurleen B. Wallace State Junior College

TECHNICAL COLLEGES

23. Alabama Aviation and Technical College
24. Alabama Industrial Development Training Institute
25. Atmore State Technical College
26. Ayers State Technical College
27. Bessemer State Technical College
28. Carver State Technical College
29. Drake State Technical College
30. Fredd State Technical College
31. Hobson State Technical College
32. Ingram State Technical College
33. MacArthur State Technical College
34. Muscle Shoals State Technical College
35. Northwest Alabama State Technical College
36. Nunnelley State Technical College
37. Opelika State Technical College
38. Patterson State Technical College
39. Reid State Technical College



△ COMMUNITY COLLEGES
⬭ JUNIOR COLLEGES
□ TECHNICAL COLLEGES
◇ SENIOR COLLEGE

40. Southwest State Technical College
41. Sparks State Technical College
42. Trenholm State Technical College
43. Walker State Technical College

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Professional Development: Essential for Senior Faculty Vitality

With Experience comes a wealth of teaching expertise and technique as well as depth of understanding in content. But the years can also bring insularity from the discipline or occupation, "burn out", and apathy. Professional development is the principal means by which to maintain relevance, enhance delivery, and promote vitality for senior faculty.

ALABAMA TWO-YEAR COLLEGE FACULTY

38 percent of full-time faculty have 15+ years experience

21 percent of full-time faculty have 10-14 years experience

15 percent of full-time faculty have 8-9 years experience

74 percent

Task Force Challenge

How can the state system organize professional development:

(1) To fulfill common goals and needs

(2) To establish a strong executive commitment

(3) To minimize disruption of instruction

(4) To full utilize existing resources for the common good

(5) To visibly account for investment of legislative funds

TASK FORCE GIVENS

(1) $1 Million Legislative Allocation

(2) Six Common Dates

November 26-28, 1984

April 10-12, 1985

(3) No Full-Time Project Staff

Task Force Priorities

- Faculty most important
- Everyone to be served
- Coordinate with existing resources at colleges and within agencies/associations
- Gain relevance and ownership through broad participation in planning

Task Force Decisions

(1) Dedicate November exclusively to faculty

(2) Coordinate April with AJCCA and serve everyone

(3) Mandate attendance/participation

(4) Select faculty/staff groupings

(5) Select faculty/staff committees and sponsoring institutions

(6) Sponsor NISOD membership by paying 50 percent of membership fees

(7) Sponsor workshop for division chairpersons

(8) Sponsor enrollment management conference

Committee Planning Process for Workshops

Chairperson's workshop provided orientation, planning manual, and process deadlines

Committees represented five or more colleges

Committees given initial budget allocation

Committees required to submit:

(1) Workshop goals and objectives in measurable terms

(2) Detailed agenda for publication

(3) Proposed budget

(4) Content-specific evaluation form in standardized format

Task Force reviewed and Chancellor approved

Workshop conducted

Chairperson submitted:

(1) Registration forms

(2) General evaluation summary

(3) Content-specific evaluation summary

(4) Future needs assessment summary

(5) Chairperson's summary report

The November Experience

Chancellor set November 26-28, 1984, as common Professional Development dates

Task force dedicated November dates to faculty

20 colleges accepted responsibility to sponsor 25 disciplinary/occupational program workshops

25 instructor planning committees formed representing all 41 colleges

Chair of each committee from sponsoring institution

Chairperson's workshop provided orientation, planning manual, and process deadlines

November workshop evaluations excellent

November workshops varied and substantive

Over 200 individuals were involved in planning

Approximately 2,000 faculty were served

The April Experience

Chancellor set April 10-12, 1985, as common Professional Development dates

Task force decided to coordinate with Alabama Junior and Community College Association (AJCCA)

Chancellor and AJCCA planned opening session and evening reception

Task force coordinated planning of 51 six-hour instructor/staff workshops

AJCCA planned closing session and association business meeting

Instructor/staff workshop evaluations excellent

National, regional, and state leaders involved

Largest conference in history of Alabama Higher Education

Approximately 300 individuals involved in planning

Over 3200 faculty and staff served

Accomplishments/Advantages

(1) Clear executive commitment

(2) Minimal disruption of instruction

(3) Involvement of all personnel

(4) Participation brought relevance and ownership

(5) Continuous emphasis/informal networking

(6) Leadership development

(7) Knowledge of and connection with state system

(8) Enlarged collective vision from local to state and national

(9) Increased enthusiasm for innovation

(10) Increased collective belief in being the best

Areas of Concern

(1) Percent of funds committed to travel and per diem

(2) Amount of time required to plan and implement

(3) Impacts on traditions

(4) Mandatory participation

(5) Gaining consensus on longer range goals

Alabama Department of Postsecondary

Professional Development Task Force

NEW INITIATIVES

1. Enhance planning process to help lead toward consensus on longer range collective goals

2. Statewide plan for individual professional development growth

3. Return-to-Industry

4. Faculty/Industry Personnel Exchange

5. Release Time (travel and expenses, faculty/staff substitutes, tuition, etc.)

6. Management Professional Development (through associations and special projects)

7. Faculty curriculum development training through sponsored multi-college curriculum projects

8. Faculty program improvement training through statewide program evaluation system

9. Survey to identify internal consultants (State might pay travel expenses)

10. Consultants needed by individual colleges

11. New faculty/staff orientation

12. Intra-system Faculty Exchange

13. Encourage Fulbright Faculty Exchange

Milestones in Planning and Implementation of System-Wide Professional Development

May 1984	Adoption by Alabama Legislature of Specific Line Item ($1 million)
June 8, 1984	Appointment of State Task Force
	Establishment of six common professional development dates for all colleges for 1984-85
June 29, 1984	First meeting on State Task Force
	Adoption of priorities and organizational plan for year
	Identification of disciplines and occupational programs which warranted workshops
July 17, 1984	Selection of colleges to sponsor November workshops
	Selection of Instructor Planning Committee
August 7, 1984	Mini-workshops on workshop planning for November Workshop Chairpersons
August 23, 1984	Endorsement of annual plan by State Board
September 19, 1984	Approval of Division Chairperson's Workshops
	Presentations by John Rousche and Lynn Burnham of NISOD
October 11, 1984	Approval of NISOD statewide affiliation (State pays 50 percent of membership fees)
October 30-31, 1984	Division Chairperson's Workshop
November 8, 1984	Pre-workshop information exchange for November Chairpersons
November 26-28, 1984	Twenty-five disciplinary workshops at 20 different colleges

December 4, 1984	Joint meeting of Task Force and AJCCA Selection of April Content Workshops Selection of Instructor/Staff Planning Committees
January 11, 1985	Workshop on April conference planning for Workshop Chairpersons
February 14, 1985	Establishment of six common Professional Development dates for all colleges for next three years
February 21-22, 1985	Enrollment Management Conference
April 10-12, 1985	Statewide Professional Development Conference including 51 six-hour workshops
May 1985	Legislature increased 1985-86 Professional Development Line Item by 50 percent

STATE OF ALABAMA
DEPARTMENT OF POSTSECONDARY EDUCATION

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TO: APRIL CONFERENCE CHAIRPERSONS AND
MEMBERS, INSTRUCTOR/STAFF PLANNING COMMITTEES

The 1985 Annual Professional Development Conference marks our twentieth anniversary as a system and will be the first time in our history that all system personnel have met together to share experience and expertise as a commitment to instructional quality and student success. This is a milestone conference in every respect.

The Alabama Junior and Community College Association (AJCCA) has provided state wide leadership in professional development from its inception. Our department and the Professional Development Task Force are proud to join AJCCA as full co-sponsors of this first systemwide conference. By joining together, we can expand the resource commitments and both broaden and deepen the involvement in planning to make this the best conference in our history.

As commissioners, interest group chairpersons, and members of instructor/staff planning committees, you have accepted responsibility for leadership in planning and conducting professional development activities of the highest quality and value. This manual was developed by the Professional Development Task Force to guide and assist you in this effort.

We greatly appreciate your willingness to provide state leadership. We are confident that through your expertise, experience, effort, and commitment our twentieth anniversary celebration will establish a new standard of professional development excellence.

Sincerely,

Charles L. Payne
Chancellor

DEADLINES FOR PLANNING AND CONDUCTING APRIL PROFESSIONAL DEVELOPMENT WORKSHOPS

JANUARY 11, 1985 — **Workshop for April Conference Planning**

1. Define goals and priorities and develop measurable objectives (See Appendix B)
2. Prepare tentative agenda
3. Tentatively confirm speakers/consultants, etc.
4. Complete proposed agenda (See Appendix A)
5. Complete proposed budget (See Appendix C)
6. Develop content specific evaluation form based on measurable objectives (See Appendix D)

FEBRUARY 15, 1985

7. Submit measurable objectives, agenda, proposed budget, and content specific evaluation form to the Chancellor's office on appropriate forms and with appropriate signatures

MARCH 8, 1985

8. Receive approval from Chancellor's Office
9. Confirm speakers/consultants, etc.

APRIL 10-12, 1985

10. Conduct Workshop

MAY 3, 1985

11. Submit Chairperson's Workshop Summary Report (See Appendix F) to include:

    A. Registration Forms
    B. General Evaluation Summary (See Appendix E)
    C. Content Specific Evaluation
    D. Needs Assessment Summary (See Appendix L)
    E. Record of Presentations (Certificate of Appreciation) (See Appendix M)
    F. Chairman Final Report
    G. Business Manager's Budget Documentation

    Also submit a compilation as well as copies of individual evaluation forms for both the general evaluation and the content specific evaluation.

INTRODUCTION

Professional development is the term used to identify education for a practicing professional. Professional educators inherently value education for all others and for themselves more than any other professional group. However, the continuous under funding of education has prohibited educators from establishing the traditions and structures for professional development which characterize the excellent American businesses and industries.

Alabama state community, junior, and technical colleges with support from the Alabama Legislature, are committed to correcting this historical mistake and to placing appropriately high priority on professional development. The college leadership recognizes that community, junior, and technical colleges must be more responsive to economic, social and technological change than any other element of education. To do so requires an extraordinary commitment not only by individual personnel but also through formally sponsored institutional and systemwide programs.

One of the most important vehicles for professional development is the workshop or conference. Volumes have now been written about the elements, procedures, and practices which assure effective workshops. The purpose of this manual is to distile those volumes into the most concise guide for planning and conducting workshops possible. The manual is based upon time-proven standards and should provide for continuous improvement of professional development services and clear communication through common terms and forms, general guidelines, and specific tips as well as checklists and sample products. We trust that it will not only make planning and conducting workshops easier and more efficient but also will assure that they are of the highest quality and value.

TABLE OF CONTENTS

Page

CHAPTER I: WORKSHOP PLANNING 1

CHAPTER II: ESSENTIAL STEPS AND MAJOR RESPONSIBILITIES OF THE INSTRUCTOR/STAFF PLANNING COMMITTEE AND WORKSHOP CHAIRPERSON 3

Planning Checklist 6

CHAPTER III: PREPARING MEASURABLE OBJECTIVES 8

CHAPTER IV: STAFFING 14

A. Assign Roles 14
B. Workshop Personnel 15
C. Staff Orientation (Four Important Concepts 17

CHAPTER V: CHAIRPERSON'S GUIDE FOR CONTACTING, SELECTING, AND ORIENTING WORKSHOP PRESENTERS 19

APPENDICES

A. PROPOSED AGENDA 22
Sample 25

B. WORKSHOP GOALS AND MEASURABLE OBJECTIVES 27
Sample 29

C. BUDGET SUBMISSION FORM 30

D. CONTENT-SPECIFIC EVALUATION FORM 32

E. GENERAL EVALUATION FORM 34

F. CHAIRPERSON'S WORKSHOP SUMMARY REPORT 36

G. WORKSHOP SCHEDULE 39

H. GUIDE FOR THE MASTER OF CEREMONIES 41

I. RECORDER'S SESSION SUMMARY REPORT 43

J. PRESENTER'S REQUIREMENTS FORM 45

K. PRESENTER'S AGREEMENT FORM 47

L. FUTURE NEEDS ASSESSMENT FORM 51

M. CERTIFICATES OF APPRECIATION AND
RECORD OF PRESENTATIONS 53

CHAPTER I

WORKSHOP PLANNING

Presenting a professional development workshop is much like running a business: in order to be successful it requires hard work, leadership, and management ability.

A. Provide Leadership

It is often said that any organization is a reflection of its executive officers. This is also true of any professional development workshop. The method that will be used to develop effective workshop leadership is to form the leaders into an "Instructor/Staff Planning Committee." This method of planning and development of the workshop taps good resources, provides a forum for solving problems, and involves representatives of those to be served.

The chairpersons of these groups will serve as the workshop coordinators. They will supervise the entire planning, implementation, and evaluation of the workshop. The chairpersons will employ administrative skills in assembling personnel resources, making sure assignments are covered, and acting as the communications' link among the other members of the planning committee. They are also concerned with organizational goals and act as troubleshooters, helping the committee examine problems, evaluating the way the workshop is planned, and determining how it is to achieve its stated goals and objectives.

Working with the other committee members, the chairpersons will establish one or more general instructional goals for the workshop. The selection of the goal(s) will be based on an informal needs assessment analysis conducted by the members of each Instructor/Staff Planning Committee. Once the workshop goal(s) have been identified, a set of measurable objectives for the content of the workshop can be established. Generally there should be between three and no more than ten of these objectives, and they should be reflective of the criteria for instructional objectives contained in this manual.

B. Put Plans in Writing

It is essential that the chairpersons put the plans for the workshop in writing so that everyone involved understands what is happening. Several forms will be provided for this purpose and are found in the appendix of this manual.

C. Hold Planning Meetings

Planning meetings are essential to give the committee members the opportunity for interaction, discussion of assignments, and review of programs. The actual number of meetings held will be determined by need and will be called by the chairperson.

Please note: There are only five weeks to plan the workshop.

D. Plan Agenda

The formulation of the agenda is a high priority item. The specific content must reflect the stated goal(s) and must relate to the measureable objectives of the workshop.

E. Select Presenters

The planning process must consider the selection of presenters for the workshop sessions. A deadline for obtaining presenters has been established to assure there is enough lead time for presenters to get their material ready. A later chapter provides additional guidelines for this function.

F. Use Checklist

As an aid to planning, use the workshop checklist in Chapter II. It will help insure that all the necessary factors are covered, assist in job assignments, and facilitate assembling the needed material and personnel.

CHAPTER II

ESSENTIAL STEPS AND MAJOR RESPONSIBILITIES OF THE INSTRUCTOR/STAFF PLANNING COMMITTEE AND WORKSHOP CHAIRPERSON

A. Determine Goals and Priorities

B. Formulate Measurable Objectives Based on Stated Goals

C. Develop an Agenda for the Workshop

D. Establish a Budget

E. Secure Presenters and Required Materials

F. Design Content-Specific Evaluation Form

G. Conduct the Workshop

H. Evaluate the Workshop

I. Conduct Future Needs Assessment

J. Submit the Final Summary Report

A. Determine General Goals

By working cooperatively with the Administrative Staff of the Chairperson's employing institution, the Instructor/Staff Planning Committee will first perform an informal needs assessment for the Instructor/Staff functions with which the workshop will be concerned. This informal needs assessment will be based upon "brainstorming within an expert panel" represented by the committee and upon all available materials. Through this process, one or more general workshop goals and several objectives can be identified. These goal(s) and objectives will then determine the actual content of the workshop (See Appendix B for Goals and Objectives Form).

B. Formulate Measurable Objectives

Generally there should be from three to no more than ten measurable objectives which are expressed clearly in terms that can be measured (See Chapter III).

C. Develop an Agenda

An agenda should be developed similar to the one found in Appendix A. Be sure and provide all pertinent information required. Some items frequently omitted are: locations (especially for registration and coffee), presider, presenter, and recorder titles and their institution or agency, and the individual times for presenters.

D. Establish a Budget

A Budget Submission Form is found in Appendix C.

E. Secure Presenters and Required Materials

See Chapter IV for details concerning presenters and the required materials.

F. Prepare a Content-Specific Evaluation Form

One important task of the Instructor/Staff Planning Committee is to design a Content-Specific Evaluation Form. The Committee should work cooperatively with the Administrative Staff of the Chairperson's employing institutions to develop an

instrument that will enable the participants to evaluate the content aspects of the workshop in terms of their personal degree of achievement of the expressed and measurable objectives for the workshop.

The structure, format, and length of this evaluation form will vary depending on the nature of the Instructor/Staff functions being addressed. However, all these instruments must reflect a true evaluation of the general goal(s) and measurable objectives of the workshop by the participants (See Sample in Appendix D).

G. Conduct Workshop

H. Conduct a General Evaluation of the Workshop

The participants will be given the opportunity to evaluate the total workshop through a general evaluation form to be provided by the Alabama Department of Postsecondary Education. Sufficient copies will be sent to the chairperson well in advance of the workshop (See Sample in Appendix E).

I. Conduct Future Needs Assessment

Use the same format described in Section A of this chapter.

J. Prepare Chairperson's Workshop Summary

An important responsibility of the Chairperson is to prepare a final written summary of the workshop. To be valid, the report must be based on a close examination of the comments from presiders, presenters, recorders, other committee members and the participants. Use the form in Appendix F.

CHECKLIST

(Mark a check if yes or ready)

1. **Pre-Workshop Planning:**

   ( ) Has the Instructor/Staff Planning Committee held its first meeting?

   ( ) Has an informal needs assessment been conducted?

   ( ) Have the goal(s) of the workshop been established?

   ( ) Have the measurable objectives been written?

   ( ) Has the content outline been developed?

   ( ) Has a budget been established?

   ( ) Have presenters been identified?

   ( ) Has the content-specific evaluation form been prepared?

   ( ) Have you prepared contracts for the presenters?

   ( ) Have you appointed presiders and recorders for each session?

   ( ) Have the physical facilities for each session been determined?

2. **Procedures:**

   ( ) Has staff been briefed?

   ( ) Is there a standby speaker if one does not arrive?

   ( ) Have you estimated size of audience?

   ( ) Have you checked capacity of room(s)?

   ( ) Have the presenters received their outlines?

   ( ) Have the presenters returned their contracts?

   ( ) Have you met the deadlines for all requirements that must be reported to the Chancellor's office?

3. **Materials:**

( ) Are registration forms ready?

( ) Are handouts available?

( ) Are audio-visual materials and equipment available (with back-up?)

( ) Are the general workshop evaluation forms available?

( ) Are the content-specific evaluations available?

( ) Have you prepared a handout for the participants that contain a list of the workshop goals and measurable objectives?

4. **Presentation:**

( ) Is sign visible to direct participants to meeting room?

( ) Is seating style correct and in the right number?

( ) Is room ready to be darkened?

( ) Is projectionist on hand (if needed)?

( ) Is someone available to pass out handouts?

( ) Is lectern in place with light operating?

( ) Are there any special arrangements to be taken care of (coffee, etc.)?

( ) Are you ready to have the workshop?

5. **Evaluation and Final Report**

( ) Have you written the final workshop summary report?

( ) Has it been sent to the Chancellor's office with all the participants' evaluation forms?

( ) Have you conducted a future needs assessment?

( ) Have you congratulated yourself, the committee members, presenters, and all others who helped to make the workshop a success?

CHAPTER III

PREPARING MEASURABLE OBJECTIVES

The actual content objectives of the workshop should be determined through a continuation of the informal process that was used to establish the general goals of the workshop. The objectives should be submitted on the form that is found in Appendix B. Each Instructor/Staff Planning Committee will establish from three to no more than ten instructional objectives which are clearly expressed in terms which can be measured. Remember that it is the instructional objectives that enable the participants to reach the general goals of the workshop.

These objectives are simply the behavioral changes that you expect will occur in the people attending the workshop. Specifically, you should define what the attendees will learn or be able to do (or the enhancement of either), after participating in the learning activities you are planning for the workshop.

A. Two Essential Terms Relative to Instructional Objectives

1. Behavior - refers to any visible activity displayed by participants

2. Terminal Behavior - refers to the specific behavior you want the participants to demonstrate at the end of the workshop.

B. Steps in Writing Measurable Objectives

1. Identify the desired terminal behavior by name; you should specify the kind of behavior that will be accepted as evidence that the participants have achieved the instructional

2. Define the desired behavior further by describing the important conditions under which the behavior will be expected to occur (after attending the workshop.

C. **Key Points**

1. Statements of measurable objectives are collections of words describing the educational purposes of the workshop. They describe terminal behavior.

2. An objective will communicate the intent of the workshop to the degree that it describes what the participants will know or be able to do after attending the workshop.

3. Write a separate statement for each specific learning activity and/or area of content within the workshop.

4. The participants must receive a copy of the goals and objectives for the workshop.

D. **Illustrations of Measurable Objectives**

1. After attending the workshop, the participants will be able to identify by name each of the controls located on a new piece of electronic equipment.

2. After attending the workshop, the participants will be better able to solve and derive quadractic equations.

3. After attending the workshop, the participants will be able to list and label the 40 major bones of the body.

4. After attending the workshop, the participants will be able to write a summary of the factors leading to the depression of 1929.

5. After attending the workshop, the participants will be able to install and make minor repairs to electronic ignition systems on General Motors automobiles.

CONFERENCE OBJECTIVES

Prelude to Evaluation

A continuing problem in conference planning is indicated by the frequently posed question...what should this conference accomplish? Too seldom is this question posed explicitly. One reason is the variety and complexity of outcomes that cluster around conference-planning discussion. Faced with the welter of possibilities, it is frequently easiest to avoid clarifying objectives by plunging directly into the organization of the conference.

This approach has the advantage of getting to program specifics in which objectives are implicit, thus promoting shared understandings between program-planning committee members. The shortcoming of this approach, however, is like that of the man who looked for his dropped key one evening, not near his car where it was dropped but near the corner where the streetlight was. We often spend our time in the activities that we can most easily identify rather than those that will produce the results we most cherish.

Establishing Objectives - the problem of choice

This problem is usually one of choice. We can't do everything. On what basis will we select? We have to anticipate the concerns that will emerge from the conference situation. How can we plan for them? We have to let prospects know what attending the conference will do for them. How can we demonstrate the relevance of the program to their lives? We often want to find out how well we've done. What destination will we establish so we know when we've arrived or whether we're even going in the right direction? These are the types of choices that seem to be part of the basic decision...what do we want the participants to be like after the conference, that was not the case beforehand?

A concern for objectives is a continuing one, and necessarily so. With the complexity of the expectations that we often have for those aspects of life that are most important to us, we can seldom identify in great detail what our goal is. This is true in part because our most important goals are dynamic, tending to emerge from the situation rather than being constant like the 'to prove' in a geometry theorem. This requires that the question, where are we going, be asked again and again. The purpose of this statement is to identify some of the major considerations that a conference planner might raise, in his own mind, in the process of establishing conference objectives as a prelude to evaluation.

Types of Objectives

There are many potential objectives that enter into discussion when exploring a typical conference. Below are listed some of the major types, each followed by an indication of its relevance to evaluation.

1. Non-educational - conferences often aim to accomplish ends that are not primarily educational such as:
   a. strengthening an association or organization by increasing membership or changing the structure or leadership.
   b. exerting pressure on some other gorup as in the case of legislative lobbying.
   c. changing some part of the environment, such as cleaning up the park.

   In all of these instances, educational efforts might have instrumental value, but the payoff comes in action terms and it would seem that evaluation of the organization or its action is a better focus than how individuals were changed.
2. Societal - somewhat more related to educational objeactives are societal goals. Often they deal with the cultural level, education, or competence of a people but are too diffuse to be effectively evaluated.
3. Group - conference objectives are often stated as group goals, such as what an association would like its membership to be doing. The major source of confusion in this regard stems from the fact that it is often difficult to identify the objectives that an individual in the group might achieve as a result of conference attendance.
4. Instructional - the teacher usually works to translate more general goals into what he would like to do in his contact with the conference group. Goals at this level have the advantage of narrowing the range of possibility to what he realistically expects to accomplish within the limitations of students and time.
5. Student - the best test of an educational experience is the degree to which the individual students have changed in a desirable direction. For this to be determined, those connected with the program must have a relatively clear idea of the desired destination and this is most helpfully stated in terms of what the student should be able to do, think, or feel if he has successfully reached the destination.

It is the nature of man, at his best, that his hopes extend beyond his achievement. So it should be. These aspirations should be reflected in individual students' long - term

goals, which should also reflect the educational objectives of society, group, and teacher. The task of the conference planner is to assemble a group of participants with some common long-term goals that are also shared by teacher and sponsoring institution.

There is yet another step, however, and that is establishing short-term or instrumental objectives that might realistically be accomplished within the limitations of the conference program. This is not a compromise with the cherished long-term goals, but rather the establishment of a clear-cut objective, the accomplishment of which will most effectively move participants toward their long-term goal.

It is against these short-term goals that it becomes possible to evaluate progress because a destination has finally been selected. It might be decided along the way to alter course or to extend the range of the journey as new facts are received. This continuing revision is usually necessary and should be looked upon as a way of making increasingly accurate approximations rather than as a reason for never clearly identifying an instrumental objective for fear it would have to be altered.

The remainder of this statement is devoted to an exploration of how the instrumental objectives of educational conference programs can be most effectively developed so as to provide a basis for evaluation.

Ways in Which People Might Change

The underlying assumption of all educational programs is that we want people to change. Some people in adult education are concerned that this is somehow undemocratic. It would seem, however, that this view misses the point. The crucial question is, are the adult students given the opportunity to elect to be changed? If they are and do, educators have an obligation to help them do so in the most effective fashion. Besides, there is increasing evidence in adult learning that when we engage the interest and participation of adults in determining objectives, the changes that occur are greater.

If this point can be accepted, it becomes important to specify the types of behavior that a conference plans to change. Some helpful categories are:

1. Interest
2. Skill
3. Knowledge
4. Understanding of relationships
5. Critical thinking
6. Attitudes
7. Performances (application of behavior change to home situation)

Most conferences are designed to change the participants in more than one of the above seven ways. Each way, however, has some unique qualities and is more effectively promoted in some instances than in others.

The challenge to the conference planner is to look at the general objectives of the conference in order to help the adults determine which of the above categories of behavioral change is most central, and to help them design the conference so that it is most effective for the purpose. This determination also provides the basis for selecting the approach to evaluation that will be most useful.

Influence of the Institutional Setting

Most of adult education in this country occurs within the setting of some institution or agency. This is certainly true for the conference departments of university adult education divisions. Although the nature of the institutional setting doesn't have an automatic role to play in the establishment of conference objectives, it has an important indirect influence.

There are often some goals that a specific institution particularly wishes to strive for. It would seem appropriate for the conference program to emphasize these, be they matters of content, clientele, or complexity. Similarly, no institution can be all things to all people, so it would seem wise for a university to encourage other institutions and agencies to do those things that they can do as well as or better than the university. At least as much criticism has been leveled at univeristy conference programs for engaging in activities that in no way required the resources that a university had to offer, as has come from doing poorly an overly ambitious task. This situation is a matter of concern primarily because it inundates the institution's image, making it more difficult to operate when opportunities arise for educational leadership. The solution seems to lie in working with other agencies so that by helping them to do a better job, the university can, in the long run, have a greater influence.

Orientation of Students

An important consideration when planning a conference, is the orientation of the participants. A realistic idea of their background, autonomy, and direction is often difficult to obtain for groups with whom a conference department is having its first contact. However, the view of the conference program by faculty and students can become more similar by use of:

1. more detailed registration forms to provide summary information for faculty.
2. sample interviews or surveys of prospective participants.
3. broadly representative advisory committees.

Along with information about the students' characteristics and present knowledge, the effort to better understand the particpants should include some understanding of the types of learnings that the students want. A conference for adults who want to acquire new knowledge in their field should be greatly different from one for adults who wish to increase their sensitivity to other

people as they work together in group situations. These differences should be reflected in the objectives that are established.

Nature of Content

The content or 'stuff of learning' often has its own requirements when it comes to establishing conference objectives, especially if the objectives are to be used as a basis for evaluation. For example, study of some scientific topics may require prior knowledge of mathematics, whereas in the arts, contact with the art works themselves may be the best starting point.

In practice, a concern for objectives and a concern for content usually alternate, one helping to clarify the other. An objective will often suggest specific content and resources that are most appropriate. However, the selection of particular content also suggests ways in which the objectives should be modified in light of student background, available time, nature of student interest in the subject, the internal logic and requirements of the subject, and the like.

Influence of the Conference Setting

The residential setting has certain strengths and weaknesses, as a format for an educational program, that should be considered in the development of objectives. Some of the weaknesses that should be offset are the tendencies to bombard participants with great amounts of material, to look upon the conference situation apart from other learning experiences of the participants, and to skip from topic to unrelated topic without going deeply into any. Some of the strengths that can be exploited to contribute to effective education include the effects of insulation from distractions, social informality and group cohesion, controlled uncommitted time, and the captive situation.

Objectives as Standards for Evaluation

As conference planners raise in their own minds and with faculty planning groups the types of considerations referred to above, a number of values will accrue. Examples of these values include:

1. identification of the types of learning experiences that would be most beneficial.
2. guidance in designing the total program of learning experiences.
3. guidance in selection of faculty.
4. suggestions for instructional materials.
5. guidance in selection of methods that are most appropriate.
6. suggestions for more clearly stating objectives so that recruitment and selection of participants can attract more effectively those who can benefit most.

At least one of the values should be that the objectives might serve as standards against which to determine the degree to which the conference program did in fact move the participants from where they were towards the objectives. For this to be possible, the objectives must be stated in a way that is clear and explicit.

Stating Clear Objectives

It seems to be helpful to refer to three ingredients when stating objectives--the students, the behavior that is to be changed, and the content. The people to be influenced might be any conference group; businessmen from a certain industry and state, homemakers from an organization, nurses from a particular hospital, or insurance agents from a state association. The behavior change is the active portion of the objectives and might include such items as:

1. to increase interest in, or
2. to increase the ability to reason rigorously about, or
3. to develop the ability to, or
4. to increase the understanding of.

The content or problem area is the focus for the program and indicates the types of interest, skill, knowledge, or attitude to be developed or increased.

As illustrative conference program objective might then be stated as follows: Objective: to increase the understanding (behavior) by members of the state accountants association (clientele) of the implications of the new state corporate tax law (content).

One helpful approach, in stating clear objectives, is to describe what a highly successful person should be like relative to the concern of the program. A description of what the potential participants are now like then clearly points up the gap that the conference is attempting to fill, at least in part.

Questions About Establishing Objectives

By way of summary, there are some questions that conference planners might raise as they attempt to establish clear and realistic objectives against which to evaluate the effectiveness of a conference program.

1. Who specifically is the conference for?
2. What is the problem area?
3. How should the students' behavior be changed?
4. Is this compatible with the purpose of the sponsoring institution?
5. Will this be acceptable to the participants?
6. Are the instrumental objectives limited enough to be accomplished within the limitations of the conference program?
7. Do they, however, lead towards the long-term educational goals?
8. Are they specific enough to serve as a basis for planning, conducting, and evaluating the conference?

9. Are the objectives viewed similarly by the various persons who are involved?

The process by which the conference objectives emerge or are developed varies greatly with specific circumstances. There are, however, several observations that might generally apply.

1. One good way to encourage people to work towards common objectives is to give them an opportunity to participate in the development of the objectives.
2. This is especially true for the adult students whose ideas and suggestions are often a valuable source of information for faculty as they develop a conference program.
3. The task of stating clear and reaslistic objectives for conference programs is difficult and one to which the conference administrator can make a substantial contribution.
4. When objectives are to serve as a basis for evaluation, as well as planning and conducting the conference, thought should be given to what evidence one would look for by way of evalution, when one is developing the objectives.

The preceding considerations have been briefly presented in the hope that they might serve to identify important aspects of the task of establishing educational conference objectives as a prelude to evaluation.

(Reprinted from Adult Leadership, February, 1962)

CHAPTER IV

STAFFING

A. Assign Roles

To conduct a successful workshop, the chairpersons must identify many specific jobs to be accomplished and assign the most qualified persons to carry out each individual job. It is usually a matter of clustering, so that one individual handles several related assignments. How they are divided is part of the work of the chairpersons. The following is a list of jobs to be done which may require assignments:

1. Establish workshop time (See Appendix G)
2. Arrange for a meeting place
3. Announce workshop (Preregistration will be handled by the Chancellor's office)
4. Determine through an informal needs assessment the overall goal(s) of the workshop
5. Establish workshop objectives in measurable terms
6. Plan the agenda
7. Select presenters
8. Provide presenters with aids, materials, outlines, measurable objectives, and audience characteristics
9. Prepare the meeting room
10. Simulate a "rehearsal" of the workshop
11. Test audio visual equipment and provide for a backup for each
12. Arrange for coffee, etc.*
13. Open for workshop business
14. Register participants
15. Welcome participants
16. Preside over a workshop session
17. Record the activities of a session
18. Give a presentation
19. Evaluate the workshop

*Only the registration fee and other non-state funds may be used for this purpose. Therefore, if special services of this kind are desired, we strongly urge you to seek financial assistance from local business and industry groups or other outside agencies.

B. Workshop Personnel

Master of Ceremonies

The Chairperson may serve or select another person to serve as Master of Ceremonies. The person who serves should be friendly, direct, and good to listen to but need not be what we think of as an after dinner speaker. The audience is to be informed not entertained. The opening ceremony may be interesting and entertaining in it's own way but that is not the point.

Contrary to what most people believe, the extroverted, talkative individual does not necessarily make the best workshop master of ceremonies. Indeed, numerous studies indicate that the person who tells story after story and wastes workshop time is doing a poor job. Typical participants are at the workshop to learn all they can. They do not need or want anything irrelevant to the intended purpose.

The Master of Ceremonies should set the tone and expectations of the workshop. Included in the opening remarks should be a statement concerning the goals and objectives of the workshop, the importance of the opening session, and advice to the participants concerning logistical arrangements and a description of the physical facilities in which the meetings will be held. (See Appendix H for the Guide for the Master of Ceremonies).

Presiders

The presider acts as a coordinator for each assigned session. The Chairperson will provide the presiders with biographical data about the presenter so that they may introduce them in a professional manner.

Presenters

A critical task in administering a workshop is the selection of presenters. It takes a tremendous amount of skill to find and persuade the best people to take the assignments. The primary concern should be finding persons available who can bring the most to the subject area. Not only must they be knowledgeable in the field, but also able to convey the information in a manner which will be interesting to the audience.

The Instructor/Staff Planning Committee must use all its available resources in obtaining good prospects to serve as presenters. Bear in mind that the best organized workshop, led by the greatest master of ceremonies, will fail if the presenters cannot do the job. Set the following criteria for them and choose accordingly:

1. Expertise related to the subject area
2. Experience as a speaker
3. Good platform skills
4. Ability to communicate
5. Willingness to prepare specific material from a recommended outline of content
6. A spirit of helpfulness and friendly manner

The best way to approach a prospective presenter is in person. Outline fully what is expected and explain the need to prepare specific information on the subject and integrate the material into the presentation. Also, set the length of time for the presentation and the importance of audience involvement.

Recorders

The Recorder's role is a most important one. To complete all assignments, the Recorder should (1) arrive at the session a few minutes early, (2) record the session, (3) prepare the summary report in Appendix I, and (4) submit this report to the Chairman of the Instructor/Staff Planning Committee no later than April 19, 1985.

In addition, the recorder should assist the presider and the presenter with any last minute program arrangements.

Realizing the significance of the Summary Report, Recorders may choose to record the program with a cassette tape. This recorder method should insure the adequate number of accurate details necessary for a valid summary and also enable Recorders to participate more fullly in the program.

A MAJOR REMINDER:

Recorders should complete the Summary Report according to explicit instructions on the recording form in Appendix I. Please note that the report should be only about **100 words**.

C. Staff Orientation (Four Important Concepts)

1. Presentation

Many say that getting started right is the hard part but it is very important. The first five minutes of the session are those which capture the audience's attention and open the lines of communication. But there are real barriers to overcome. People in strange surroundings are often in a defensive and protective mood. They tend to sit quietly waiting to analyze the situation. They are a little suspicious and often doubtful. The task is to make them feel more comfortable and open lines of communication. Many refer to this stage as the "warm-up".

There is a mistaken idea that the "warm-up" demands a comic approach. Not necessarily true, say the experts; although, humor is one way to establish rapport. What is more often effective is a friendly welcome and introduction of the presenters. This should be more than just names. Make a brief statement about each individual. These openings should be conversational and short.

2. Participation

The presenters should, when appropriate, try to establish rapport with the audience through "participation". This is simply a matter of getting them into the act. There are a number of ways to do this such as having the attendees introduce themselves, inviting questions, and calling on a few individuals in order to get the idea across that it is okay to participate.

3. Perspective

Some workshop presenters pride themselves on keeping precisely on schedule and covering every point. Although important, these things should never be given priority over understanding. Remind them that more can be accomplished by covering less material and that there is no magic in number of words delivered. The important thing is whether or not the audience obtained the essential points of the workshop in terms of the measurable objectives established.

4. Attitude

How workshop presenters approach their tasks affect how the job will be done. If the attitude is that the participants are unsophisticated in the intricacies of their field, then the attitude is likely to be a patronizing or negative one. Appreciate their initiative and desire to learn and approach them in a positive, dignified manner. Remember that all the participants will be colleagues at other postsecondary institutions in Alabama.

REMINDER TO CHAIRPERSONS

You must serve as the liaison among the presenters and the audience as well as being the "Operations and Business Manager". Often this will require you to be both arbitrator and interpreter. Other duties are to keep the procedures operating correctly and the workshop on track. None of these roles, hwever, should be played as a police officer. Instead, the Chairperson should be a gracious host and interested manager.

CHAPTER V

CHAIRPERSON'S GUIDE FOR CONTACTING, SELECTING, AND ORIENTING WORKSHOP PRESENTERS

This guide is designed to use in the personal contact with the workshop presenter. Please review this guide before contacting a presenter.

A. Introduction

Thank you for agreeing to act as a Presenter at our Professional Development Workshop. Yours is indeed an important assignment. Your knowledge is an invaluable asset to the professional growth of our instructors and staff.

B. Audience

All of the participants are instructors or staff personnel at one of Alabama's two-year postsecondary institutions. They are already knowledgeable in their field but are enthusiastic about enhancing their knowledge and skills in their area of expertise. (Indicate the number of participants.)

C. Purpose

The purpose of the workshop is to provide instructors and staff personnel in Alabama's postsecondary two-year institutions specific in-depth training, emphasing current developments, trends, and changes in their particular area of interest and expertise.

D. Measurable Objectives

Your part in the program must be designed to meet specific measurable objectives within the general instructional goal(s) that have been established for the total workshop. In a separate document we will give you a general outline of the content material we want you to incorporate in your presentation. While we want to take advantage of your considerable knowledge in this field, and thus want you to organize the material as you wish, we insist that you tie your material in with the general goal(s) and objectives of the workshop.

E. Schedule

We have established an overall length for the workshop and must, therefore, limit the time of all presentations. You will be provided with an agenda for the program. Tailor your remarks for the time you have, cite additional sources of information, and allow time for questions.

F. Helpful Hints

We will try to create a friendly atmosphere and encourage informal interaction. You will be introduced by a presider. Provide a few statements about yourself and your background.

We realize that you have your own style, and that is part of what we want you to use. However, the following points will tend to enhance your presentation. All of the participants, like all audiences, enjoy a light touch occasionally but they are serious about the workshop. The participants may ask questions that cannot be answered in the time allocated. In such cases please acknowledge the question and point out the limitation, and if you can, direct them to a source for answers.

G. Visual and Audio-Visual Aids

Graphic representations are valuable aids in presenting information and workshop subject matter. The use of visual aids is encouraged, so you may want to develop them to use in support of the materials presented. They can be very effective if they are clear and understandable and add to the illumination of the material.

We should point out, however, that audio-visual aids are just that -- aids to presenting a message and not the message itself. Simply projecting a slide, then reading it or (worse) talking about something else misses the opportunity to use the combined impact of sight and sound to make the speaker's point. It is important that the aids be clear and succinct and that the use be able to use them well and effectively.

H. Note to Chairpersons

In your initial contacts with prospective presenters you should have in mind the range of honorariums and expenses allowable. Note that it is your responsibility to obtain a presenter well within budget and at as low a cost as possible while still obtaining high quality talent.

You shall apprise prospective presenters that no binding obligation shall or can exist until approval of the Chancellor. You may emphasize that your conversation shall and can be considered a tentative commitment between yourself as chairperson and the presenter and should be regarded as such subject to the Chancellor's ratification.

Found in the appendices is a Presenter Requirements Form (Appendix J) and a sample Presenter's Agreement Form (Appendix K). Both should be given to the presenter to complete.

APPENDIX A

PROPOSED AGENDA

APPENDIX A

PROPOSED AGENDA

Alabama Postsecondary Professional Development Workshop

APRIL 10-12,1985

Instructions:	Please complete the following agenda with the information concerning your workshop. A sample agenda is provided on the next few pages for your convenience. Follow the format provided and be sure to include **ALL** pertinent information (especially as annotated in dark print).

WORKSHOP AREA _____

SITE _____

CHAIRPERSON _____

COMMITTEE MEMBERS

_____ _____

_____ _____

_____ _____

Submit to the Chancellor's Office by February 15, 1985

Thursday, April 11, 1985

(Please note the items in dark print as these designate areas that are frequently omitted.)

8:30 a.m. ..... COFFEE
(Where?)

9:00 a.m. ..... SESSION BEGINS

Presider?
Title?
School?

Presenter?
Title?
Organization ?

TOPIC?

Recorder?
Title?
School?

10:15 a.m. (Select one of
10:30 a.m. these times) ..... BREAK

10:30 a.m. or
10:45 a.m. ..... SESSION CONTINUES

(Include details as in previous session)

12:00 Noon - 2:00 p.m. ..... LUNCH

2:00 p.m. ..... AFTERNOON SESSION BEGINS

(Include details as in morning sessions)

3:15 p.m. (Select one of
3:30 p.m. these times) ..... BREAK

3:30 p.m. or
3:45 p.m. ..... SESSION CONTINUES

(Include details as in previous session)

5:00 p.m. ..... ADJOURN

SEWING

TUESDAY, NOVEMBER 27, 1984

8:30 a.m. .....COFFEE
Administration Building
School Cafeteria

9:00 a.m. .....SESSION BEGINS

PRESIDER: Amanda Andrews
Carver State Technical College
Instructor

PRESENTER: Peggie Taylor
Sears, Bel Air Mall
Sales Representative

TOPIC: 1984 COMPUTER PROGRAM SEWING MACHINE

10:00 a.m. .....BREAK

10:10 a.m. .....SESSION CONTINUES

PRESENTER: Lawrence R. Vecchione
Val Mode Incorporated
Manager

TOPIC: TRAINING NEEDS FOR HIGH TECH
SEWING FACTORY EMPLOYMENT

11:05 a.m. .....PRESENTER
Richard Givens
Givens & Son Sewing Machine Specialists
Owner

TOPIC: MACHINE REPAIR

12:00 Noon .....LUNCH

1:30 p.m. .....SESSION BEGINS

BUSINESS AND INDUSTRIAL SITE OBSERVATION -
HIGH TECH SEWING FACTORY
Sandy Kelley
Lee's Company, South Mobile Mill
Manager

3:45 p.m. .....RETURN TO WORKSHOP SITE

DISCUSSION: HIGHLIGHTS OF SITE OBSERVATION

RECORDER: Patsy Pendley
Fredd State Technical College
Instructor

4:30 p.m. .....ADJOURN

SAMPLE

BIOLOGY SECTION FSC 400

TUESDAY, NOVEMBER 27, 1984

8:30 a.m. .....COFFEE

9:00 a.m. .....SESSION BEGINS

PRESIDER: Dr. Janice Roberts
Jefferson State Junior College

PRESENTER: Dr. John Kearney
Cellular Immunobiology
Department of Microbiology
University of Alabama in Birmingham

TOPIC: INTRODUCTION TO T AND B CELLS

10:20 a.m. .....BREAK

10:40 a.m. .....PRESENTER
Dr. Donald Dwyer
Department of Microbiology
University of Alabama in Birmingham

TOPIC: ASPECTS OF CELLULAR IMMUNITY

SAMPLE

12:15 p.m. .....LUNCH
Buffet
FSC Cafeteria
$5.00

1:45 p.m. .....SESSION BEGINS

PRESENTER: Dr. Peter Burrows
Department of Microbiology
University of Alabama in Birmingham

TOPIC: IMMUNOGLOBULIN GENETICS

3:00 p.m. .....BREAK

3:20 p.m. .....PRESENTER
Dr. Linda Hendershot
Microbiology
University of Alabama in Birmingham

TOPIC: IMMUNOLOGICAL DISORDERS

RECORDER: Mr. George Williams
Calhoun State Community College

5:00 p.m. .....ADJOURN

APPENDIX B

WORKSHOP GOALS AND MEASURABLE OBJECTIVES

APPENDIX B

WORKSHOP GOALS AND MEASURABLE OBJECTIVES

Workshop Title: _____

Workshop Theme or subtitle (Optional): _____

Date: _____

A. List up to three (3) general goals for the workshop.

1.

2.

3.

B. List up to ten (10) measurable objectives for the workshop.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

WORKSHOP GOALS AND MEASURABLE OBJECTIVES

Workshop Title: Social Science PROFESSIONAL DEVELOPMENT WORKSHOP

Workshop Theme: Social Science in the 80s

Date: November 26, 27, 28, 1984

A. General Goals for the Workshop:

1. Instructors will have increased awareness of the role of Social Science in the era of high technology.
2. They will understand how Social Science instructors may use the computer.
3. They will understand innovative practices used by Social Science instructors in community colleges.

B. Measurable Objectives for the Workshop:

1. Instructors will be able to describe how the computer can be utilized in their courses.
2. They will be able to describe innovations that can be helpful in their courses.
3. They will understand appropriate strategies for teaching critical thinking skills in history courses.
4. They will be able to describe the in-service needs of Social Science instructors in Alabama junior and community colleges.
5. Instructors will be able to identify what competencies the major universities expect junior and community colleges to be teaching in survey history courses.
6. They will be able to identify and understand rational behavior techniques in teaching social science.
7. Behavioral science instructors will be knowledgeable of alternative methods of teaching their courses.
8. Criminal justice instructors will be able to demonstrate a better understanding of the educational mandates relevant to correctional institutions.
9. As a result of this workshop criminal justice instructors will be able to describe the educational concerns relating to probation and parole.
10. Social science instructors will have an increased awareness of the relationship between people and technology in the era of high technology.

SAMPLE

APPENDIX C

BUDGET SUBMISSION FORM

APPENDIX C

BUDGET SUBMISSION FORM

Workshop:

Sponsoring Institution:

Professional Development Workshop

Proposed Expenditure Budget

601	Travel	$_____
602	Postage	$_____
605	Printing & Reproduction	$_____
607	Professional Fees	$_____
641	Materials & Supplies	$_____
	Other	$_____
	Other	$_____
	Other	$_____
	TOTAL	$_____

NOTES

1. Travel and per diem for workshop participants should not be included in this budget.
2. Expenditures for refreshments should not be included in this budget.
3. This budget must be received by the Chancellor's Office no later than February 15, 1985. Final budget approval will be made in a Memorandum of Agreement between the Department of Postsecondary Education and your institution.

Prepared by _____ _____
Workshop Chairperson Date

Reviewed by _____ _____
Dean of Instruction President

_____
Business Manager

APPROVED _____
Charles L. Payne, Chancellor

APPENDIX D

CONTENT-SPECIFIC EVALUATION FORM

APPENDIX D

BIOLOGY PROFESSIONAL DEVELOPMENT WORKSHOP

CONTENT-SPECIFIC EVALUATION

NOTE: **You are to develop your own Content-Specific Evaluation to meet your particular needs.**

DIRECTIONS: Please circle the number that best represents your level of agreement with each statement, with one (1) representing strongly disagree and seven (7) representing strongly agree.

1. I am more knowledgeable of the immune system and immune response.

STRONGLY DISAGREE			SOMEWHAT AGREE		STRONGLY AGREE	
1	2	3	4	5	6	7

2. I am able to describe the cellular components and cellular interactions involved in the immune response.

STRONGLY DISAGREE			SOMEWHAT AGREE		STRONGLY AGREE	
1	2	3	4	5	6	7

3. I am able to describe current theories regarding the operation of the immune system.

STRONGLY DISAGREE			SOMEWHAT AGREE		STRONGLY AGREE	
1	2	3	4	5	6	7

4. My awareness of the practical importance of applying knowledge of the immune system is enhanced.

STRONGLY DISAGREE			SOMEWHAT AGREE		STRONGLY AGREE	
1	2	3	4	5	6	7

5. I am better prepared to integrate aspects of the immune system and immune response into my course(s) of instruction.

STRONGLY DISAGREE			SOMEWHAT AGREE		STRONGLY AGREE	
1	2	3	4	5	6	7

EXAMPLE

APPENDIX E

GENERAL EVALUATION FORM

APPENDIX E

ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION

PROFESSIONAL DEVELOPMENT TASK FORCE

APRIL 10-12, 1985

GENERAL EVALUATION FORM

Please circle the appropriate number and provide written comments.

1. Were the objectives for this workshop clear?	Clear	5	4	3	2	1	Vague
2. Were the objectives of this workshop appropriate to meet your needs?	Very	5	4	3	2	1	Not at all
3. To what extent were the objectives met?	Very	5	4	3	2	1	Not at all
4. How well was the workshop organized?	Very Well	5	4	3	2	1	Very poor
5. Was content of the presentations consistent with the objectives?	Fully	5	4	3	2	1	Not at all
6. How useful do you think the presentations will be in your work?	Very	5	4	3	2	1	Useless
7. To what extent do you plan to implement ideas presented?	Large Extent	5	4	3	2	1	Not at all
8. Did physical arrangements help or hinder meeting the objectives?	Help	5	4	3	2	1	Hinder
9. Was there enough time to meet the objectives?	Too Much	5	4	3	2	1	Too Little

RECOMMENDATIONS/CONCERNS/REMARKS

What I found most useful was ...

What I would like more of is ...

What I would change is ...

Additional Remarks:

APPENDIX F

CHAIRPERSON'S WORKSHOP SUMMARY REPORT

APPENDIX F

CHAIRPERSON'S WORKSHOP SUMMARY REPORT

Title of Workshop _____

Sponsoring Institution _____

Chairperson _____

Number of Participants _____

GOALS

A.
B.
C.

OBJECTIVES

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.

PROGRAM PRESENTERS AND TOPICS

	Presenter	Topics
A.		
B.		
C.		
D.		
E.		

SUMMARY (300-500 words)

The most concise, formal statement possible, emphasizing the highlights and the most significant elements and accomplishments of the workshop.

GENERAL ASSESSMENT (Approximately 100 words)

Signature of Chairperson

Signature of Dean of Instruction

SUBMIT TO CHANCELLOR'S OFFICE BY MAY 3, 1985

APPENDIX G

WORKSHOP SCHEDULE

APPENDIX G

WORKSHOP SCHEDULE

WEDNESDAY, APRIL 10, 1985

11:00 a.m. - 2:00 p.m. ..... REGISTRATION

1:00 p.m. ..... AJCCA BUSINESS SESSION

1:30 p.m. ..... STUDENT ENTERTAINMENT

2:00 p.m. ..... GENERAL SESSION

4:30 p.m. ..... ADJOURN

4:30 p.m. - 5:30 p.m. ..... CHAIRPERSONS' MEETING

5:00 p.m. - 7:00 p.m. ..... RECEPTION

THURSDAY, APRIL 11, 1985

8:30 a.m. ..... COFFEE

9:00 a.m. - 12:00 Noon ..... SPECIAL INTEREST GROUP CONCURRENT SESSIONS

12:00 - 2:00 p.m. ..... LUNCH

2:00 p.m. - 5:00 p.m. ..... SPECIAL INTEREST GROUP CONCURRENT SESSIONS

FRIDAY, APRIL 12, 1985

8:30 p.m. ..... COFFEE

9:00 a.m. - 10:30 a.m. ..... COMMISSION SESSIONS

10:45 a.m. - 12:00 Noon ..... BUSINESS SESSION

ADJOURN

APPENDIX H

GUIDE FOR THE MASTER OF CEREMONIES

APPENDIX H

GUIDE FOR THE MASTER OF CEREMONIES

Master of Ceremonies should apply the general rules of good manners and courtesy in dealing with participants, including a pleasant and confident manner and, above all, being prepared. The following list consists of a few specific points pertinent to a good presentation.

1. Keep in mind that you are leading a workshop, not nominating a presidential candidate. Oratory is less effective than warmth and sincerity.

2. Show confidence. A nervous master of ceremonies makes an audience nervous. Don't hide your face or mouth with your hands.

3. Use humor sparingly. It takes a professional to make the timing and posture work so don't try to do something which may distract from an otherwise effective presentation. Short natural humor is excellent, but use caution with planned wit.

4. Avoid distracting mannerisms. If you are a pocket pusher, leave everything out of your pocket that might distract: keys, coins, etc.

5. Practice good podium manners. Do not lean on, grip, rock, or lift the podium

6. Use notes sparingly. Remember that eye-contact with your audience is the most effective way of maintaining their attention.

7. Avoid acrobatics. Gestures are fine to emphasize a point but used to excess make a master of ceremonies look like a windmill.

8. Never tell jokes or make statements that have political, religious, or ethnic implications.

APPENDIX I

RECORDER'S SESSION SUMMARY REPORT

TITLE OF WORKSHOP _____

SPONSORING INSTITUTION _____

CHAIRPERSON _____

NUMBER ATTENDING _____

DATE _____ TIME _____

PRESIDER _____

RECORDER _____

OBJECTIVES MOST CLOSELY RELATED TO THIS SESSION:

A. _____

B. _____

PROGRAM PRESENTER(S) AND TOPICS:

PRESENTERS	TOPICS

SUMMARY (approximately 100 words): The most concise, formal statement possible, emphasizing the highlights and the most significant elements and accomplishments of the workshop.

_____

_____

_____

_____
Signature of Recorder

APPENDIX J

PRESENTER'S REQUIREMENTS FORM

PROFESSIONAL DEVELOPMENT WORKSHOP

PRESENTER'S REQUIREMENTS FORM

DIRECTIONS: Please complete appropriate sections, enclose a resume' and return in the stamped envelope to:

CHAIRPERSON _____

ADDRESS _____

PRESENTER NAME _____ PHONE # _____

ADDRESS _____

TITLE OF PRESENTATION _____

DATE/TIME OF PRESENTATION _____

DATE OF ARRIVAL _____ TIME OF ARRIVAL _____

(Note: Please plan 1½ hour lead-time on arrival and departure of presentation)

CAR _____ PLANE _____ OTHER _____

DATE OF DEPARTURE _____ TIME OF DEPARTURE _____

ROOM RESERVATIONS PREFERRED: SINGLE _____ DOUBLE _____

DO YOU NEED TRANSPORTATION FROM AIRPORT? Yes _____ No _____
DO YOU NEED TRANSPORTATION TO AIRPORT? Yes _____ No _____

OTHER NEEDS _____

EQUIPMENT REQUIRED FOR YOUR PRESENTATION:

A microphone and podium will be provided for all speakers. Please check other needs you may have:

___ Overhead projector/screen
___ 35 mm projector/screen
___ Slide projector/screen
___ Extension cord
___ Chalkboard
___ Tape recorder
___ Pencils and pads
___ Duplicating

Other _____

OTHER INSTRUCTIONS OR SERVICES REQUESTED:

Please note any other special instructions you have regarding your presentation or your travel arrangements. THANK YOU!

APPENDIX K

PRESENTER'S AGREEMENT FORM

Sample

STATE OF ALABAMA)

COUNTY OF)

A G R E E M E N T

1. THIS AGREEMENT entered into this the _____ day of _____, 198____, by and between _____, an institution of higher learning, chartered by the State of Alabama, hereinafter designated and identified as COLLEGE, and _____, an INDEPENDENT CONTRACTOR, who shall, under the terms of this Agreement, render consultant services to the College, and who is hereafter designated and identified as CONSULTANT. This Agreement shall govern the relationship of the College and the Consultant in its entirety, and there are no other agreements, either oral or of any other nature, governing the relationship between the said College and Consultant.

2. The term of this Agreement shall be between the _____ day of _____, 19____ and the _____ day of _____, 198_____, during which time, the Consultant will furnish the following services to the College:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

3. The Consultant hereinabove named, shall be available to the College during the term of this Agreement, to provide the services hereinabove set out, until and unless, this Agreement is mutually terminated by the College and the Consultant, or either the College or the Consultant gives to the other party, notice in writing, two (2) days in advance, of an intent to no longer participate in this Agreement. Should the College act under this clause to terminate this Agreement, the Consultant shall be given remuneration only for expenses incurred, with no remuneration for services rendered, unless over fifty percent (50%) of the hereinabove identified services have been rendered, in which case, Consultant shall be paid for those services on a percentage basis, commensurate with the amount of service provided. In the rendering of the hereinabove identified services, the Consultant will be responsible to the College, for

such expense as is incurred by the College, in obtaining a Consultant to perform the identified services, and should the College require the services of an Attorney, or other means of enforcing its rights under this Agreement, then the Consultant stipulates and agrees to be fully and completely responsible for all Attorney fees so incurred.

4. The Consultant's services shall be performed by Consultant, as an Independent Contractor, and without supervision or over-sight save that the Consultant will be evaluated by the College to insure that Consultant has carried out all agreed responsibilities.

5. , is hereby designated as evaluator for and in behalf of the College, to evaluate the services rendered by Consultant, and the evaluator, within three (3) business days of the completion of the Consultant's services, shall render a written report and evaluation, and provide said report and evaluation to the Office of the President of the College, advising whether or not the services of the Consultant, have been effectively carried out, and if said services have been performed, that payment for said services is therefore due. Should the evaluator report that the services have not been adequately performed, then the evaluator shall state the reasons for the negative evaluation, and it shall be the responsibility of the Office of the Presidency of the College to proceed in such manner as is appropriate under the circumstances.

6. The remuneration to be received by Consultant, shall not exceed _____ Dollars per day for room, and _____ Dollars per day for board, and shall not exceed the mileage or travel allowances permitted Alabama State employees. The remuneration due to the Consultant will be in the amount of _____, for the successful completion of the services hereinabove set out. It is understood by and between the College and the Consultant, that the College does not incur any responsibility for insurance or incur any liability for the Consultant, save and except for monies due and payable for services rendered and expenses incurred, as heretofore set out.

7. It is fully agreed and stipulated, by and between the College and the Consultant, that the Consultant is an Independent Contractor, and will provide services as an Independent Contractor, and not as an employee of the College.

8. If the College is required to pay or withhold any taxes, or make any other payment with respect to fees payable to the Consultant, Consultant will reimburse the College in full, for taxes paid and permit the College to make deductions for taxes required to be withheld from Consultant's remunerations, if any unit of government requires said tax withholding.

9. In view of the nature of the relationship of the College and the Consultant, the College shall have the option of terminating this Agreement at any time. if, in it's sole judgement, a conflict of interest

arises or exists, or is eminent, which would operate to the detriment of the College. The Consultant will advise the College of any activity or position, with respect to any activity, employment or business arrangement, contemplated by Consultant, which may be relevant to this paragraph. For the purpose of this Agreement, the Consultant agrees to disclose any such prospective conflict of interest to the College, through the Office of the President of the College, prior to implementation of any activity or operation, under this Agreement.

10. In the course of the Consultant's duties under this Agreement, it is expected that the Consultant will receive information which is considered protected under various federal statutes and codes, within the meaning and intent of appropriate Federal Laws, Rules and Regulations. The Consultant will not disclose any information to others, except as authorized by the Office of the President of the College, and will not use any information directly or indirectly, which is protected by privacy acts or any other applicable laws, rules or regulations.

11. This Agreement is subject, and shall be interpreted in accordance with laws of the State of Alabama, and any actions arising under this Agreement or due to the relationship of the parties hereto, shall be filed in the Circuit Court of _____ County of the State of Alabama, to the exclusion of any and all other Courts.

IN WITNESS WHEREOF, the undersigned have hereunto affixed their signatures on the _____ day of _____, 198_____.

_____
CONSULTANT AND INDEPENDENT CONTRACTOR

BY: _____
Its _____

APPENDIX L

ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION

PROFESSIONAL DEVELOPMENT TASK FORCE

APRIL PROFESSIONAL DEVELOPMENT WORKSHOP

FUTURE NEEDS ASSESSMENT FORM

1. Which topics included in this workshop have been adequately covered?

   1. _____

   2. _____

   3. _____

2. Which topics included in this workshop need further emphasis (list in order of importance, with #1 being the most important.)

   1. _____

   2. _____

   3. _____

3. Which topics of interest were omitted from the April program that, in your opinion, need to be covered in future workshops?

   1. _____

   2. _____

   3. _____

4. Are there special speakers or programs you would recommend to be included in future meetings. (List in order of preference.)

   1. _____

   2. _____

   3. _____

Additional Comments/Suggestions: _____

_____

_____

_____

APPENDIX M

ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION
PROFESSIONAL DEVELOPMENT TASK FORCE
1984-85

CERTIFICATES OF APPRECIATION

RECORD OF PRESENTATIONS

WORKSHOP TITLE: _____

CHAIRPERSON: _____

PRESIDENT: _____

Recipient's Name	Legislative District or Business Title and Address	Date
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Alabama Department of Postsecondary Education

Certificate of Appreciation

Presented to

_____

In grateful recognition of your dedicated services to the professional development program of Alabama's two year colleges.

_____ _____

Date Chancellor

ERIC Clearinghouse for Junior Colleges
AUG 8 1985